

READING

ED2

First name _____

Last name _____

School _____

Class _____

Date of birth ○○ ○○ ○○○○

Date of test ○○ 05 2014

Total score (maximum 40)



117540



Llywodraeth Cymru
Welsh Government

Practice questions

In this booklet, there are different types of question for you to answer in different ways. Here are some practice questions which show you the types of question you will see in the test. The instructions tell you what you need to do. Start by reading the text in the box below.

Bryn and Sara eagerly packed their rucksacks for the final day of their castle exploration trip – today they would visit Castell y Bere. Bryn had marked on the map which castle they had investigated each day and Sara had been photographing and recording the plants that lived there. Dolbadarn Castle on the first day had been their favourite, but the views at Deganwy on the third day had been amazing!

Bryn slotted the neatly folded maps between the compass and the first aid kit in his bag, while Sara crammed her stripy hat between the camera and half-eaten packet of soggy biscuits.

a What did Sara have in her bag?

Tick **three**.

- | | | | |
|---------------|--------------------------|----------|--------------------------|
| maps | <input type="checkbox"/> | compass | <input type="checkbox"/> |
| hat | <input type="checkbox"/> | biscuits | <input type="checkbox"/> |
| first aid kit | <input type="checkbox"/> | camera | <input type="checkbox"/> |

Hint: Check how many you have to tick.

b Look at the text in the box below.

Underline one word that tells you that they were excited about their trip.

Bryn and Sara eagerly packed their rucksacks for the final day of their castle exploration trip – today they would visit Castell y Bere.

Hint: Check how many words to underline.

Hint: If you make a mistake and want to change your answer, then write your new answer out underneath.

c **Find and copy two things** that Bryn had in his bag.

1. _____

2. _____

Hint: You must look back in the text to find these.

d Put ticks to show which statements are **true** and which are **false**.

	True	False
Bryn had marked castles on the map.	<input type="checkbox"/>	<input type="checkbox"/>
The trip had been educational but not enjoyable.	<input type="checkbox"/>	<input type="checkbox"/>
Sara carried the first aid kit in her rucksack.	<input type="checkbox"/>	<input type="checkbox"/>

e Put these in order to show what Bryn and Sara did on their trip by numbering them from 1 to 4.

- admired the views at Deganwy
- went home
- visited Dolbadarn Castle
- explored Castell y Bere

f Choose the best word to fit the passage and tick your choices.

Hint: Read the whole passage below before you choose your answers.

Bryn and Sara were visiting

- a) **mountains** **castles** **rivers** **towns**

and recording which

- b) **people** **animals** **plants** **fungi**

lived there.

STOP

Please wait until you are told to start work on page 4.

In this booklet, you have three texts to read and answer questions about. Read the first text carefully BEFORE you start answering the questions for that text. Then carefully read the next text BEFORE answering the questions and so on.

You should work through the booklet, referring to the text when you need to, until you finish page 15 or until you are asked to stop.

You have up to 60 minutes to do the test.

Welcome to medieval times

If you are ever asked whether you would rather live in a past century, you would be wise to consider the problem of ill health before answering. How much better to live at a time in which, when you fall sick, you go to a doctor or a surgeon and get well again. It has to be said: the prime reason to avoid medieval times is sickness.

In almost every respect fourteenth-century life is unhealthy compared to our own. True, there are no exhaust fumes in the streets to pollute your lungs, and no tobacco smoke for that matter either; but there are open fires in many houses and the exposure to smoke for so much of the year causes lung diseases of a similar nature. There may be no fish-killing chemicals accidentally released by pharmaceutical companies into the rivers, but there are all sorts of other things which get into the water supply, from overflowing cesspits to dead animals. Children do not suffer from allergic reactions caused by dust in wall-to-wall carpeting or the excessive use of cleaning fluids, but you can hardly say that that is a good thing when nearly half of them do not live to adulthood.

Why might you fall ill? There are, of course, many reasons. Not least is the likelihood that you will be struck by a blade, an arrow, a staff or even a cannon ball. The violence inherent in society, coupled with a near-complete disregard for what we think of as health and safety, means that serious injuries are very common. In addition, even where such injuries are not fatal, poor knowledge of medicine and hygiene means that blood poisoning often leads to death or the amputation of a limb. There is very little understanding of how diseases spread or how the body functions. Hospital staff often put seriously ill people in one bed together, even when they are suffering from infectious illnesses. Germ theory is unknown. The circulation of the blood is a complete mystery. If you are found in a comatose state in 1300, no one will check your pulse to see whether you are still alive; instead they will place a bowl of water on your chest to see if you are still breathing.

Medieval life might be unhealthy, but some medieval medical concepts are unhealthier still.

1 What opinion is suggested by the writer in the first paragraph?

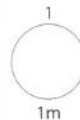
Tick **one**.

Medieval people were less intelligent than people today.

Only healthy people would want to live in the fourteenth century.

Health care was poorer in the past centuries.

People were more concerned about their health in medieval times.



2 What does the word *prime* indicate in the first paragraph?

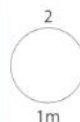
Tick **one**.

The sickness in medieval times was natural.

Medieval people were better at avoiding disease.

People were just starting to learn about sickness in medieval times.

There was more than one disadvantage to living in medieval times.



3 Complete the table below to show whether the following health issues mentioned in the text relate to **medieval** times or **modern** times.

	Medieval	Modern
tobacco smoke		
overflowing cesspits		
dust allergies		
open fires		
exhaust fumes		



please turn over



4

Why might you fall ill?

What is the purpose of this question?

Tick **one**.

- to challenge the reader's understanding
- to introduce the content that follows
- to ask the writer's opinion
- to provoke an emotional reaction

4
1m

5

... serious injuries are very common.

Look at paragraph three.

Find and **copy one** other word that tells the reader that violence was a normal part of life in the fourteenth century.

5
1m

6

Look at the last line.

... some medieval medical concepts are unhealthier still.

What is the writer suggesting?

Tick **one**.

- The doctors often caught diseases from their patients.
- Medieval people did not show any concern for the sick or dying.
- At times, the medical care could be more harmful than the illness.
- Hospital staff were not well trained or educated.

6
1m

7 Put ticks to show which statements are **true** and which are **false**.

	True	False
People were unaware of how illnesses were passed on in medieval times.		
Fourteenth-century doctors checked their patients' pulse using a bowl of water.		
Modern-day water supplies are free from pollution.		
Medieval fighting injuries always ended in death.		
Modern-day people may suffer illnesses caused by their choice of floor covering.		

7
2m

8 Choose the best word or group of words to fit the passage and tick your choices.

People in medieval times were more likely to die from

a) **fight wounds** **chemical poisoning** **tobacco smoke** **traffic accidents**

and

b) **allergies** **infections** **animal bites** **old age**

than people in modern times.

8a
1m

8b
1m

9 Put ticks to show whether each statement relates to **medieval times** or to **modern times** or to **both**.

	Medieval times	Modern times	Both
Almost half the people die in childhood.			
When you fall sick you seek medical treatment.			
Information about circulation is unknown.			
Medical staff understand germ theory.			
Allergic reactions are caused by cleaning fluids.			

9
2m

please turn over

TOTAL
9m

The narrator in this poem is called Abi.

Shoe

Running for the train, wearing insensible shoes,
one slips and finds its way to the gap between two solids:
the platform and the train's edge.

It lies invisible on the track beneath.

I stand on one bare foot:

a startled pigeon, seeking help.

I must wait for the train to leave without me
as I flex each naked toe in turn and grieve.

I remember my mother's story:

Her first day at school, her soft new shoes,
a round, perfect button on each,

the man that stood on her and sent one to the track,
the train that came and went
and that battered shoe could not be replaced.

My train was ticking up its steely blood
when the litter-picker wandered up,
long-limbed, long-eyed, his head
seemed to float above his neck as if
hanging from the felted clouds
on a string of rain.

His metal gadget like a limb-extension
opened its angled fingers and lengthened
to the shadows beneath the train.

A moment passed until
the shoe came back
attached to the gravity of the grab.
It was intact.

As the train rolled out with me inside, I turned
to wave and thank my helper
for his silent hand.

But there were only pools of darkness
on the platform,
accepting whatever reflected in them.

Abi Curtis



1 Choose the best word or group of words to fit the passage and tick your choices.

When Abi lost her shoe, she remembered something similar had happened to

a) **her friend.** **her before.** **her mother.** **her helper.**

Things did not turn out quite as Abi had

b) **hoped** **dreaded** **dreamed** **intended**

because

c) **her shoe disappeared.** **the train left without her.** **someone was able to help her.** **it started to rain.**

1a

1m

1b

1m

1c

1m

2 What did Abi think was the cause of the incident?

Tick **one**.

The gap between the train and platform was too wide.

There was litter on the platform.

She was not wearing suitable shoes.

The ground was wet and slippery.

The train was too close to the edge.

2

1m

3 ... *I flex each naked toe in turn and grieve.*

What does the word *grieve* tell us about how Abi felt at this point?

Tick **one**.

She thought the shoe was sure to be damaged or lost forever.

She was humiliated by this happening in a public place.

She was ashamed of her carelessness.

She thought her mother would give her grief.

3

1m

please turn over

4 Look at the text in the box below.

a) **Underline two** words that show Abi's mother was proud of her shoes.

I remember my mother's story:
Her first day at school, her soft new shoes,
a round, perfect button on each,
the man that stood on her and sent one to the track,
the train that came and went
and that battered shoe could not be replaced.

b) **Find and copy one** word that shows the contrast in the condition of the shoe once it was retrieved.

4a
1m

4b
1m

5 What does the reference to her mother's story suggest about Abi?

Tick **one**.

- She wanted new shoes like her mother's.
- She had no respect for clothing.
- She thought it was silly to worry about shoes.
- She expected her shoe to be ruined.

5
1m

6 Read the statements below about the two stories of lost shoes.

Put **one** tick in each row to show whether each statement happened to **Abi** or her **mother**.

	Abi	Mother
The shoe slipped off as she was running.		
She looked around for help.		
A train ran over the shoe.		
A man retrieved the shoe from the track.		
She missed the train.		

6
2m

7

Look at verse three.

Find and **copy two** words or phrases that suggest the litter-picker's tool was like a real hand.

1. _____

2. _____



8

*... lengthened
to the shadows beneath the train.*

What does this mean?

Tick **one**.

- It was starting to get dark.
- It was able to reach under the train.
- The rain made it difficult to see.
- The shoe could not be seen.

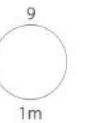


9

What happened at the end of the text?

Tick **two**.

- The train departed leaving Abi in the station.
- Abi waved and thanked her helper.
- Abi shook hands with the litter-picker.
- Abi managed to catch the train.
- The shoe was left lying in a puddle.
- Abi could not see her helper.



please turn over



Kakapo

Until relatively recently the wildlife of New Zealand consisted of almost nothing but birds. Only birds could reach the place. The ancestors of many of the birds that are now natives originally flew there, but – and this is the point – there were no predators. No dogs, no cats, no ferrets or weasels, nothing that the birds needed to escape from particularly.

And flight, of course, is a means of escape. It's a survival mechanism, and one that the birds of New Zealand found they didn't especially need. Flying is hard work and consumes a lot of energy.

Not only that, there is also a trade off between flying and eating. The more you eat the harder it is to fly. So instead of having a light snack and then flying off, increasingly, the birds would settle in for a larger meal and go for a waddle afterwards.

So when eventually European settlers arrived and brought cats and dogs and stoats and possums with them, a lot of these now flightless birds were suddenly waddling for their lives. The kiwis, the takahes – and the old night parrots, the kakapos.

Of these, the kakapo is the strangest. It is a bird out of time. If you gaze at its large, round, greeny-brown face, it has a look of serenely innocent incomprehension that makes you want to hug it and tell it that everything will be all right, though you know that it probably will not be.

It is an extremely fat bird. Its wings are just about good for wagging a bit if it thinks it's about to trip over something – but flying is completely out of the question. Sadly, however, it seems that not only has the kakapo forgotten how to fly, but it has also forgotten that it has forgotten how to fly. Apparently a seriously worried kakapo will sometimes run up a tree and jump out of it, whereupon it flies like a brick and lands in a graceless heap on the ground.

By and large, though, the kakapo has never learnt to worry. It's never had anything much to worry about.

Most birds, faced with a predator, will at least realise that something's up and bolt for safety, even if it means abandoning any eggs or chicks in its nest – but not the kakapo. It has no conception that anything could possibly want to hurt it, so it tends to sit on its nest in a state of complete confusion and leaves the other animal to make the next move – which is usually a swift and final one.



1 What was it that happened *relatively recently*?

Tick **one**.

The ancestors of New Zealand's birds flew to the island.

Kakapos stopped flying.

Kakapos finally learnt to survive.

Human beings brought other animals to the island.

1
1m

2 Who or what are the *natives* the writer refers to in the first paragraph?

Tick **one**.

people whose ancestors lived in New Zealand before the birds arrived

birds that were born in New Zealand, even though their ancestors came from elsewhere

birds that have chosen to move to New Zealand from other countries

any people or birds who live in New Zealand today

2
1m

3 ... – *and this is the point* – ...

Why did the writer include this phrase in the text?

Tick **one**.

to provoke a reaction from the reader

to persuade the reader of his argument

to distinguish between his opinion and the facts

to emphasise the point that follows

3
1m

4 Look at paragraph three.

Find and copy the **phrase** the writer uses to mean a choice between two things.

4
1m

please turn over

5 How did the birds' dietary and exercise habits change over time?

Tick **two**.

They started exercising after eating, rather than before.

They began to eat more for each meal.

They started to eat a heavier meal before flying.

They flew less frequently.

They ate more often during the night.

They started to feast in groups rather than alone.

5

1m

6 What is the writer referring to when he says *old night parrots*?

Tick **one**.

They are a species of parrot that warn other birds of danger at night.

He uses the term as an alternative name for kakapos.

It is a general term for any kind of flightless bird that only comes out at night.

They are New Zealand parrots which, like kakapos, cannot fly.

6

1m

7 Find and copy one word that suggests that the writer has not seen a kakapo attempt to fly.

7

1m

8 Find and copy the phrase that shows that kakapos do have some athletic ability.

8

1m

9 *Most birds, faced with a predator, will at least realise that something's up and bolt for safety, even if it means abandoning any eggs or chicks in its nest – but not the kakapo.*

What does this suggest about kakapos?

Tick **one**.

They do not understand the danger they may be in.

Kakapos prefer to face danger from the security of their own nests.

They are devoted parents and would never leave their young.

Kakapos are too lazy to run away, even when faced with possible danger.

9

1m

10 Put these events in order by numbering them from 1 to 6.

- Predators arrived in New Zealand.
- Some birds lost their ability to fly.
- Birds in New Zealand lived safely without threat.
- Flightless birds were at risk.
- Birds' dietary and exercise habits changed.
- Bird numbers reduced.

10
1m

11 Put ticks to show which statements are **true** and which are **false**.

	True	False
Being able to fly can help a species to survive.		
Kakapos had to learn to fly and eat simultaneously.		
Kakapos flap their wings to ward off predators.		
People from Europe went to live in New Zealand.		
Kakapos are the only birds that can no longer fly.		

11
2m

12 Put ticks to show which of the following statements from the text are **fact** and which are **opinion**.

	Fact	Opinion
... the wildlife of New Zealand consisted of almost nothing but birds.		
... there were no predators.		
Of these, the kakapo is the strangest.		
... it has a look of serenely innocent incomprehension ...		
Its wings are just about good for wagging a bit ...		

12
2m

End of test. Please check your work.

TOTAL
10m

Acknowledgements

'Welcome to medieval times' adapted from *The Time Traveller's Guide to Medieval England*
by Ian Mortimer (Vintage, 2009)

'Shoe' by Abi Curtis taken from *Seren Selections* edited by Amy Wack (Seren, 2006)

'Kakapo' adapted from *Last Chance to See* by Douglas Adams and Mark Carwardine
(Ballantine Books, 1990)

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